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National Commission on Teacher Education and Professional Standards, Washington, D.C.; New York Univ., N.Y. New Careers Development Center.

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This collection of project descriptions of paraprofessional programs in education, originally compiled for use at the 1969 national conference, is designed to provide up-to-date information on various aspects of operating paraprofessional programs. The agencies conducting these seven programs, each of which is reported here by its project administrator, were selected in order to represent a cross section of educational institutions and geographic areas: Arizona Center for Early Childhood Education, Tucson; Garland Junior College, Boston, Mass.; Greenburgh Central School District, Hartsdale, N.Y.; Highland Park Free School, Roxbury, Mass.; Huntsville-Madison Co. Education Improvement Program, Ala.; University of Minnesota Office of New Careers, Minneapolis; Webster College (Project VAULT), Mo. The project accounts--which include information on funding source, cooperating agencies, dates, and number of paraprofessionals involved--describe classroom management and instructional tasks performed by the paraprofessionals; advancement systems; inservice training designs; and college curricula (higher education for trainees). Some of the writers also discuss the negotiating process followed to implement programs, including solicitation of funds, and outline some of the major issues affecting their success. (JS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# NATIONAL CONFERENCE ON THE PARAPROFESSIONAL, CAREER ADVANCEMENT, AND PUPIL LEARNING

January 9-10, 1969

Mayflower Hotel
Washington, D.C.

## Descriptions of Paraprofessional Programs in Education

Co-sponsored by

National Commission on Teacher Education and Professional Standards, National Education Association

New Careers Development Center, New York University

SP002236

# INTRODUCTION

We have compiled the following project descriptions in order to provide the conference participants with up-to-date information on various aspects of operating paraprofessional programs. The descriptions were written by the project administrators who will present more detailed analyses of their programs in the workshops to be held on Thursday afternoon.

The descriptions illustrate involvement of a wide cross-section of educational institutions in conducting paraprofessional programs; including junior colleges, universities, public schools, and privately-run community schools. The project accounts also describe work activities performed by the paraprofessional ranging from classroom management to instructional tasks; career advancement systems, in-serivce training designs, and college curricula ( higher education for the trainees). Some of the project administrators also discuss the negotiating process which they followed to implement their programs, including the solicitation of funds, and outline some of the major issues affecting the success of their programs.

You may also wish to visit the Display Center in the Reception Area to look over and order copies of material developed by these projects and other programs.

Because of the value of the information which will be presented at the conference, we will compile a conference proceedings manual which will include a more complete account of project descriptions and discussion of issues, and we will send you a copy of this publication.

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|---|---|
| **Agency:** | Arizona Center for Early Childhood Education<br>College of Education, University of Arizona, Tucson |
| Contact: | Dr. Marie M. Hughes, Director |
| Funding Source: | U.S. Office of Education through National Coordination Center, University of Illinois |
| Cooperating Agencies: | University |
| Project Initiated: | Has been in operation for 3 1/2 years |
| Number of Paraprofessionals: | For 3 years, 15-42; 7(research school) |

## Project Description *

Dr. Marie Hughes developed and instituted the Tucson Early Education Model in the public school system in Tucson. It began with the first grade; a new grade level was added each successive year. In the third year of the project, it was operating in sixty-eight classrooms, grade one through three, in eight public schools in the Metropolitan area. The student population consisted largely of Mexican-American children, most of whom came from economically deprived homes.

At the termination of the three year project, the program was continued at the Ochoa School for grades one through four, with the support of the Arizona Research and Development Center, the Early Childhood Education Laboratory of the University of Arizona. The school system retained the project's program assistants in the other seven schools.

### Program Rationale

This program is based upon careful identification and definition of:

1. the skills and attitudes necessary to function in a technical and changing society, and;
2. specific performance deficits characteristic of the population of children for whom the program is designed.

From the underlying rationale program objectives are specified, which require significant changes in curriculum and modes of instruction for young children from disadvantaged backgrounds.

Program Objectives

The skills which are assumed to be needed to establish an efficient intellectual base for further school performance and successful functioning in the larger society include labeling and identifying, ordering, time orientation, recall, planning, understanding of cause and effect relationships, the discrimination of change processes, and the like. The program is especially designed to develop the language skills required for the elaboration of these basic intellectual processes. Classroom procedures emphasize the development of positive attitudes toward school and achievement which can maintain the child through later educational experiences.

Program Characteristics

The room is arranged to form a number of interest centers structured around common tasks, such as science, cooking, number and measurement, art, reading, writing, etc. These interest centers are defined, focused, and changed through the arrangement of tables, chairs play equipment, graphic and other curricular materials. This permits small group interaction and better individual contact between adults and child. In all centers, activities are mediated and accompanied by spoken and written language. A reading environment consisting of records of children's own utterances, talking murals which record recent activities, and other stimuli relating to

individual and group experiences extends across the many interest centers.

A teacher and her aide are the permanent classroom adults. The aide is a high school graduate specifically trained for her classroom role. In addition, a program assistant visits the room several hours each week. Her task is to introduce and maintain the program's innovative practices. She is not a supervisor in the usual sense of the term, but communicates new techniques and ideas to the teacher, largely through demonstration within the ongoing classroom activities. She has both a training and supportive role. She assists in planning and helps the teacher in her tasks of coordinating activities and obtaining needed materials.

The Process

The children work in small groups at the interest centers. The adult moves from group to group, not only instructing and demonstrating, but also managing and organizing centers so that they continue to develop program goals. In any structured teaching or demonstration situation, the adult works with five children or fewer. The other interest centers are maintained by the materials there and by a child at each table that serves as committee chairman. That child reads the instructions for the committee. He has been introduced to the instructions previously by the teacher. He is responsible for demonstrating or serving as a model for the other children at the table. At the end of a certain time, the committees rotate, each table moving on to the next. One teacher, at the end of the day meets with all of the committee chairmen to evaluate their work as chairman with them. She asks them how everything went, and if the

instructions were clear. Everyone in the class has an opportunity to serve as committee chairman.

The auxiliaries and teachers receive training in the demonstrations by the program assistant as she works with children in their classroom. They participate in Microteaching sessions. One adult works with a small group of children; another takes detailed notes, while others observe. After the children leave, the group analyzes the demonstration. They study the development of language and other skills. All of the aides meet once a week, before school, with a trainer from the University of Arizona. The techniques of social reinforcement, including praise and attention, are used in both work with children and adults.

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* Exerpted from Discussion Guide for Audio-Visual Material on Team Training, Prepared by Bank Street College of Education for the U.S. Office of Education, January 1, 1969.

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| Agnecy: | GARLAND JUNIOR COLLEGE<br>409 Commonwealth Avenue<br>Boston, Massachusetts 02215<br>(617) 266-7505 X 52 |
| Contact Person: | Mrs. Vera Weisz<br>Project Director |
| Funding Sources: | Action for Boston Community Development,<br>O.E.O., Garland Junior College |
| Cooperating Agencies: | Local Community Action Program (ABCD), Associated Day Care Services, Boston Dept. of Welfare |
| Project Initiated: | Aide Training--Since 1965 |

## Project Description

The Garland Junior College Summer Institite -- Training Aides to Teachers program--funded by the Office of Economic Opportunity has been conducted during the past three years. The candidates, young women between the ages of 16 to 23, and women on Aid to Dependent Children, have been selected from a broad spectrum of socio-economic backgrounds. Sixty percent of the trainees were from lower socio-economic backgrounds and many of this percentage came from negro communities, comprising part of metropolitan Boston. The candidates were selected on the basis of their motivation and interest in working with young children, and expressed a desire to become involved in community problems. Among the forty percent selected, with a higher socio-economic status, some were already enrolled in colleges and plannning to become teachers.

This was a program with an in-residence component and the students were mixed into roommate teams and field work teams so that every student had maximum contact with every other student. The institute ran for 6 weeks or 100 hours. The aides spent 20 hours each week in student teaching. The enrichment part of the program consisted of many social and cultural excursions for the trainees. The students' week was

divided so that half of the week was spent in field work, under supervision, and the other half was in class -- taking courses that would prepare them for work as teachers' aides with preschool and kindergarten children. Regular conferences, individual counseling, and lively seminars were an important part of the program, enabling the students to dramatize and discuss their field work situations and relationships to the teachers (practicum) and to the children.

The objectives of this program were to help alleviate the critical teacher shortage by increasing the number of paraprofessionals so that Early Childhood Education programs could be enriched and, also, to broaden the horizons of each trainee. Some of the strengths of the program were: the close supervision of student teaching and the individual counseling;and opportunity for feedback from the field work in the seminars.

There was a close relationship between members of the staff and constant interaction and communication on daily problems between staff members. One of the unique features of the Summer Institute staff was that all but two of the members of the instructional staff had had prior experience in laboratory preschools, and were very familiar with the day-to-day practical problems of the student in her field work experience and the children in a school setting. Another strength of the program was that in addition to their regular field work the students spent one week observing preschool and kindergarten children in a variety of settings, including day camp programs, day care centers and private nursery schools in other communities.

One of the challenges of the program was the variety of academic

capabilities in the student body. This wide span presented a constant challenge to the staff to devise methods for more individual attention to each trainee, including extended reading lists, opportunities for the more academically advanced students to serve as discussion leaders or to prepare special reports. Some of the aides, upon completion of the six weeks institute, became full-time students in the A.S. Degree program at Cortland on scholarships. The special institutes were granted 4 credits by Cortland's Child Study Department.

A very basic weakness is the employment problem. It is part of our on-going responsibility to find employment for the aides in school systems at a reasonable salary. Although there are openings in day care centers, the public schools today are as yet not using our aides in our locale and we have to find ways of implementing the employment of aides and institutionalizing the practice of using the team -- teacher, assistant teacher and the teacher's aide -- in the classroom. The duties performed by the aides on these jobs, and for which they are trained at the Institute include:

Program Activities:
- Prepare painting materials and assist during activity
- Assist with music program-singing and rhythms
- Read stories
- Assist in dramatics and creative role playing
- Plan games
- Assist and plan science materials and nature trips
- Use verbal skills with children
- Participate in program planning and in staff meetings to discuss children's development
- Act as a liaison to families, giving feedback to the head teacher
- Help with routine duties such as serving snacks, preparing materials, etc.

We have found great satisfaction in working with these students because they are flexible and they are enthusiastic about the work.

However, we know we have not reached enough of the hard core poverty group which could benefit the most from this paraprofessional training. Our aim is to increase the number of candidates in our program who actually come from indigenous neighborhoods.

A long range goal is to further explore the role of the trained aide working with the teacher in preschool and kindergarten settings: to clarify the roles and the training and selection criteria for assistant teachers and aides.

We have come to recognize that the teacher who is to successfully work with paraprofessionals in an educational setting must have had incorporated into her own training the ability to work as a leader and part of a team. And to see her own role on a higher level -- one with more specialized skills and duties, than the teacher, heretofore, has had the opportunity to exercise.

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| Agency: | GREENBURGH CENTRAL SCHOOL DISTRICT No.7 |
| Address: | Administrative Offices<br>Warburg Campus<br>Hartsdale, New York 10530<br>(914) 961-6000 |
| Contact Person: | Irving Miller<br>Administrative Assistant to Superintendent |
| Funding Sources: | Title I, ESEA; OEO (Head Start); N.Y. State Pre-Kindergarten Research; Local Taxes |
| Cooperating Agencies: | Board of Education, N.J. State Dept. of Education, Local Community Action Agency |
| Program Initiated: | January, 1966 |
| Number of Paraprofessionals: | 32 |

## Project Description

The origin of the use of paraprofessionals in Greenburgh Central 7 is to be found in our Head Start Nursery School program which began three years ago. The use of auxiliary personnel was introduced at the primary level in January 1963 in a pilot project. The success of this project led to an expanded, redesigned program for this school year spanning from kindergarten to the second grade level.

The job description for paraprofessionals which our project planning committee set up includes the following:

(1) Supervise activities of sub-groups under the direction of and with plans developed by and with the teacher.

(2) Tutor individual pupils in subject areas.

(3) Supervise individual work of pupils doing assignments and/or independent work.

(4) Plan with teacher and specialists for continuing program.

(5) Work with entire class when appropriate.

(6) Assist the teacher in audio-visual presentations.

(7) Obtain and organize materials and equipment for planned instruction.

(8) Assist teacher with all classroom routines, checking supplies, operating AV equipment, tape recorders, etc.

The role of the aide is to reinforce instruction at the primary level. ...We have used our aides in the following manner in respect to instructional activities: (1) The Aide will work with students whom the teacher or the Aide has detected did not understand what the teacher presented. (2) The Aide will bring the teacher's attention a particular learning problem of a child that the teacher is not aware of. (3) For certain subject matter, the Aide will work with small groups for drill purposes to reinforce the subject matter to be learned. (4) The Aide will work with children who have missed one or more days of school so that the child may stay "in step" with his class and at the same time not restrict the teacher from moving ahead.

We have not yet come to a common agreement as to a proper title for our teacher aides. At present they are called "helping teachers", a title which has been arrived at by consensus among all participants. This school year we created the beginning of what looms as a salary schedule in-the-making. First year aides start at $1965.00 based on a 104 school-day calendar. A second year aide (approximately 50% of the total number) receives $2149.00, and all aides have been given the same sick-leave and personal-leave privileges that the professional staff receives (15 days sick-leave, 5 days personal-leave). The qualifications that have been determineddfor a helping teacher are the following:

1. Must be available 5 hours per day, 8:30 A.M. to 2:30 P.M., 5 days per week for the regular school calendar.
2. Ages - 17 years or older.
3. Ability to read, write and compute on the classroom level at which employed.
4. Personality qualifications conducive to working with children.
5. Appropriate personal appearance.

The success of the program has produced a break-through in local support for three school-parent aides to work under the supervision of the home-school counselor. The need for creating a career ladder for our aides has been a "pressing one". In recent weeks we have reached an agreement with a local college which is willing to provide on-site courses leading to an Associate of Arts degree. The implementation of this phase of our aide program is now dependent upon funding.

In developing our para-professional program there has been one basic tenet which has pervaded the project--a respect for that which each individual can contribute to educating a child. An illustration of this is seen in the structure of supervision. All major decisions concerning the role of aides are made on a team basis consisting of the Administrative Assistant to the Superintendent, the Building Principals, the Staff Psychologists, the Social Workers and the Reading Specialists. Although decision-making is made through this council there is participation of a valid content from both teachers and helping teachers through recommendations which are both positive and negative in nature.

It has been our contention that an aide program can only succeed if two factors are present: (1) proper supervision - in numbers and quality; (2) training - of sufficient frequency and relevant to student needs. Our aide program in the primary grades started out with a focus on reading during the pilot stage and has broadened its scope to include other disciplines this year. Each Friday afternoon a workshop session is held for aides. The teacher aides have been exposed to the principles of teaching reading (extensive workshop sessions have been held on reading), the role of art and music in the primary grades and the psychologist's view of the primary child. Several workshops have been held for all teacher aides and school-parent aides on the interrelationship between the home, parent,

child and the school. The finest compliment that was paid as to the value of these workshops was the remark that this is what all teachers, not just paraprofessionals, should be receiving.

It is interesting to note that where experienced (or second year) teacher-aides are working that the role of the teacher with whom the aide works has changed. The teacher has become a more proficient diagnostician. The requirement of assigning a child to an aide for reinforcement has demanded a more definitive approach to specifically what the child should be learning. Another way of stating this is that after a lesson has been taught exactly what will the teacher expect Johnny to have learned. The teacher has moved from the role of being "everything to everyone" and has combined her professional knowledge and skill with a non-professional's warmth and "know-how" of reaching children. This is not to infer that the teacher lack these assets but with classes of twenty-five and a goal of equality of opportunity no one individual can reach all children in any one day or week. The change in teacher receptivity to aides has been dramatic. Where suspicion and distr st existed there is now faith and cooperation. Teachers of grade levels who do not have aides have expressed a very vocal request for them for the next school year. Significantly, parents have become the greatest supporters for the aide program, and an organized group of parents now plans to bring pressure to bear on the Board of Education to have the aide program expanded through local support. The aide project has become accepted enough to be on the list of our local teachers' union organization as to groups who should be organized for the next school year.

Our first year pilot program produced two significant accomplishments which point to a change in learning patterns of children. (1) Through the use of a measurement instrument (adapted from Openshaw for the Berkeley

Project on Auxiliary Personnel) a trained psychologist would sample a typical thirty minute morning classroom session during which time academics were generally given. The behavior of the classroom teacher and the classroom aide was recorded minute by minute for thirty minutes. Observations were made during the morning period when the most heavy academic instructional program was operating. The results of these observations were: (a) the total amount of actual teaching time (that of the teacher and the aide) was beyond what one could optimally expect during any thirty minute period, with only a single teacher in the classroom. This finding in no way referred to quality or content on instruction. (b) Teachers spend between 11-21 minutes on the average with small groups and 3-7 minutes with one child. With Greenburgh's emphasis on individualized instruction this may be a significant breakthrough. Teacher-aides average from 6-14 minutes with small groups and 11-19 minutes with one child. The direction of pre and post observations was for the aide to have begun to substantially work more with individual children. (c) The trend regarding teacher interruptions showed a slight decline. Of significance, the teacher aide began to receive a larger number of interruptions redirecting them from the teacher and presumably releasing the teacher for more uninterrupted instruction. (2) It is of value to report the end of the year second grade Metropolitan Achievement Test score in paragraph reading in comparison with last year's results (May 1967). The median score for both years is on grade level (2.9). However, what is interesting is the distribution of scores for classes. The number of classes scoring above grade level (3.0) increased from 2 to 5, and the number of classes scoring below grade level (2.9) decreased from 5 to 4. Since all classes are ethnically and intellectually balanced than one must assume that the achievement test outcomes were influence by other

factors, presumably, the introduction of a new classroom practitioner, the teacher-aide. One must be careful not to assume that test performances alone are a valid measure of any program's success.

The future of our aide program in Greenburgh is bright. The program has been assured of Title I funding through 1970 and that source combined with the possibility of increased District support would make the aide program a key structure in the instructional program for the grades. Without a doubt, financial support for the aide program is the major underpinning on which the program exists. Planning time for both teachers and aides to work together must continue to be made available.

Teachers, who receive an aide for their class for the first time, will require direction and training as to the proper utilization of their aides. The public should be invited to visit classes that have aides so as to dispel fears of negative effects on children. Those in charge of administering an aide program should be flexible in their techniques and patterns of implementation without distorting or diluting the major goals of the program. The aide program in Greenburgh Central 7 represents a new partnership in instruction which has left a meaningful and positive impression on the educational fabric of the District.

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| **Agency:** | **HIGHLAND PARK FREE SCHOOL** | |
| **Address:** | 421 Hawthorne Street<br>Roxbury, Massachusetts<br>(617) 427-3400 | |
| **Contact:** | Mr. Luther Seabrook | |
| **Funding Source:** | Independent | |
| **Cooperating Agencies:** | School of Education: | Simmons College<br>Boston University<br>Harvard |
| **Project Initiated:** | September, 1968 | |
| **Number of Paraprofessionals:** | 8 | |

## Project Description

The Highland Park Experimental School represents a combination of two ideas. It is, first and foremost, an urban community school, in all the many meanings of that term. The community dominates its decision-making process; the community has selected the staff; the community helps to support the cost of the school; the community provides much of the staff and the focus for much of the curriculum; the community's total educational needs are served by the school; the school is concerned with, and involved in, all the social, physical, political, and economic factors which contribute to the community's educational health.

Secondly, it is an experimental urban school, with as profound a committment to seeking new solutions to urban educational problems through constant experiment and innovation as to the concept of community school. Members of the Black Community are becoming increasingly knowledgeable about current innovative educational programs in the United

States and England. The school operates as a wholly new experimental school involved in creating an institution responsible only to the Black Community.

Other key features of the school, all based on decisions made by the community, are:

-- the school is non-graded;

-- the school serves a population at least 82% of whom come from families with incomes below $1,000 per member per year;

-- the school opened in the first year (1968-69) with these non-graded units -- pre-kindergarten/kindergarten, first/second, fifth/sixth; and in the second year (1969-70) will add two additional units: third/fourth, seventh/eighth;

-- the school is 16.9% non-black;

-- the school has built into it regular professional growth opportunities for the staff;

-- the students in the school will achieve academically at rates significantly higher than comparable students in the public schools;

-- instruction and learning in the school is highly individualized, not merely in terms of how rapidly each student does his work, but in terms of subject matter, instructional materials, and the manner in which different students learn the materials;

## The Community Teacher

The pre-professional -- The non-certified teacher. Every classroom has a community teacher and a certified teacher. The community teacher works closely with parents and other community groups, in addition to her classroom duties, to foster maximum feasible community participation in the school's life and also to foster maximum feasible school participation into the community life. The community teachers are sensitive, alert community people hired on a 12 month basis, with

on-going training, with summers devoted to continued education and training. Ultimately, the community teacher will become a new kind of certified teacher. At the Highland Park Free School the community teachers realize that the school is their thing -- They are people who have their children in this, their school, so therefore it is also their classroom. They organize the classes, they organize the parents of the youngsters in their classes, and the so-called certified teacher is the technician who is coming in to provide the kind of skills that are necessary in order to have a good, functioning classroom. The two teachers plan together, implement those plans together; each day they meet after school in order to evaluate what they did that day, and then plan the input for the next day. It is a dual sensitizing process; there are many persons who feel that black youngsters can't learn, or that there is a level beyond which they cannot go. How do you get the lid off? There are some black people who feel that they are incapable of learning -- adults and children -- and how do you get them to stop feeling that whites are superior?

The chances that teachers may destroy children through racist behavior is greatly reduced with the presence of the two teachers from different socio-economic and ethnic backgrounds. We must be mindful that racism has been institutionalized, therefore; most of us whether paternalistic, overtly or subtlely practice racism. And racism is the chief destroyer of the alert, sensitive, willing learners from the Black Communities. When there is one teacher in the classroom or two from the same socio-economic background they tend to move away from the children after cataloging them as to their potential. But with the community

teacher present with equal status, the certified teacher will stay more open, we hope.

The community teachers are paid $5,200.00 for a 12 month year. They are enrolled in Simmons College in Boston, working toward a new kind of certification. The comprehensive training program is now being worked out and ultimately the college will become responsible for their teaching and continued development. It is possible under the plan now being worked out that a pre-professional may receive a B.S. degree with no more than 60 course credits as we now define them.

The pre-professionals have organized into what they have called the Black Community Teachers Association (B.C.T.A.) The relationship between the professional and the pre-professional is an excellent one (see attached memo). The pre-professional program has become not only the key component of our model but the most popular.

The pre-professional program here has caused the professional teacher to have to re-define her role. The professional teachers here at the Highland Park Free School understand and accept the fact that theirs is a desperate need for community people to be in relevant-power roles. School-community relations are excellent because parents and community people, staff, provide much of the focus, and control at our school.

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| **Agency:** | HUNTSVILLE-MADISON CO. EDUCATION IMPROVEMENT PROGRAM HUNTSVILLE, FOLLOW THROUGH |
| **Contact:** | Mrs. Willa W. Vial |
| **Funding Sources:** | Huntsville-Madison Co. Education Improvement Program - Ford Foundation<br>Huntsville, Follow Through, U.S. Office of Education |
| **Cooperating Agencies:** | Local Board of Education<br>Federal Office of Education (Follow Through)<br>Local Community Action Agency, University |
| **Project Initiated:** | September, 1966 E.I.P., Follow Through, September, 1968. |
| **Number of Paraprofessionals:** | E.I.P.-12, Follow Through-12 |

## Project Description *

From September, 1966 to May, 1968 forty teacher aides were employed by the Office of Economic Opportunity (through local community action program) to work in Huntsville - Madison County Education Improvement Program.

During the summer of 1967 these aides participated in a two week summer training institute. They participated in classes with the teachers in Child Development, Language Arts, and Sociology. During the second week they observed demonstration classes with emphasis placed upon understanding and working with individual children. They were given instruction in the use of audio-visual equipment, how to prepare and use supplies such as paint, clay, etc.

During the school year the major part of the in-service training for the aides was carried on by the teachers. Teachers were requested to plan with aides and to "teach with" them.

Aides attended group in-service meetings which pertained to classroom practices.

In most cases the aide lived in the school community. This enabled her to serve as a liason person between the school and the community. In most cases the teacher-aide team were black and caucasian.

The aides instruct children on an informal basis. The following are considered instructional activities:

Talking with children in an informal conversation
Assisting children in working with clay, paint, blocks, etc.
Working with small groups or individual children with language lotto, puzzles, reading stories etc.
Visiting in homes
Work activities (these are shared with the teacher)
Preparing art materials, paint and clay
Cleaning and straightening the room over and above janitorial services
Operating audio-visual equipment

Obstacles: In some cases the aide's poor speach patterns and poor grammar have been a decided disadvantage in instructional activities. We had difficulty in finding people with educational background under the then (1966-68) existing O.E.O. income index, particularly among the white populatinn.

Nine of the aides from EIP were promoted to assistant teacher positions in the Follow Through (USOE funded) program for the 1968-69 term. All of them showed much promise as aides in the Education Improvement Program and had had some college training. These assistants attended a three week summer institute with the teachers before the school year began.

These assistants are attending in-service meetings monthly concerning various curriculum areas and classroom problems.

Two resource teachers and the primary specialist observe classroom activities and hold conferences with teacher assistant teams.

Following the school year 1967-68 OEO funds were withdrawn leaving the EIP without aides. In spite of the disappointment and inconvenience to the aides some of them, feeling a loyalty to the children and the teacher with whom they had been working in EIP, came back to help the teacher set up the classroom and get started in the new school year. Some of them continue giving a day or two as a volunteer.

A few of the aides were able to qualify for the new OEO Concentrated Employment Program which is now furnishing us with 12 (educational trainees) aides. The program is too new for us to evaluate at this time. It is in effect only in our city centers.

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* Exerpted from Discussion Guide for Audio-Visual Material on Team Training, Prepared by Bank Street College of Education for the U.S. Office of Education, January 1, 1969

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|---|---|
| Agency: | UNIVERSITY OF MINNESOTA, OFFICE OF NEW CAREERS<br>219 Clay School<br>Minneapolis, Minnesota 55455<br>(612) 373-3491 |
| Contact Person: | Mrs. Esther Wattenberg<br>Project Director |
| Funding Source: | U.S. Dept. of Labor, Bureau of Work Training Programs |
| Cooperating Agencies: | Local Board of Education, Local Community Action Agency, University |
| Project Initiated: | August, 1967 |
| Number of Paraprofessionals: | 207 (115 employed in Minneapolis Public Schools) |

## Project Description

### A Brief Description of the Program

The education component for the paraprofessional in the New Careers program is distinguished in Minneapolis by two developments:

1. It is firmly anchored in an institution of higher learning, the University of Minnesota, particularly General Extension Division and General College (a 2 year experimental college securely lodged within the University).

2. It has seriously tried to develop a collegiate level program that will lead to accreditation and open-ended opportunity for ascending the academic ladder to full professional education.

In the two year life span of this work-study program (50% on the job and 50% in education and training), our goal is to assist the aide toward a recognized credential (a 45 credit certificate has been introduced as an intermediate goal to the AA degree, 90 credits).

To ensure an educational program that responds to the individual needs of the enrollees three tracks are open: 1) full time enrollment

in the Basic Adult Education division of the Minneapolis Public Schools, where basic literacy and skill training prepares the aide for the high school equivalency certificate; 2) a combination of collegiate work with remedial work in ABE; 3) full time collegiate work.

In developing this track for aides in the Minneapolis Public Schools a core curriculum that is job related has been innovated. This core curriculum, along with courses in writing and reading skill development, study skills, oral communication, and social problems which are offered in a "sheltered" situation for aides only, prepare the way for the aide to take advantage of the rich spectrum of course offerings in general education that is offered in the General College. It has been our firm conviction that a small core of career related courses must be lodged within the framework of an emphasized liberal education to provide not only for the personal development of the aide but also to ensure lateral and upward mobility.

To mobilize the resources of the University to deal with the pioneer design of an effective para-professional education for teacher and social work aides in the public school system, three major concerns claimed attention: curriculum development, counseling and supportive services and credit for work experience.

In curriculum development four courses for the teacher and social work aide were designed:

For Teacher aides - Education Methods for Teacher Aides and School and Community

<u>Educational Methods for Teacher Aides</u>

I. Science in the elementary school - presentation and laboratory

sessions.

II. Understanding the exceptional child - understanding the inner city child and other areas in educational psychology.

III. Special learning disabilities, mathematics, child development. Working with the difficult child, the new mathematics program, characteristics and development of elementary school children.

IV. The reading program in the elementary school. Examination of methods and materials.

V. Presentation of special projects.

For Social Work aides - The Helping Process and American Public Welfare, Programs and Policies

Many aides interchange these courses in the core curriculum.

In counseling and supportive services, the staff of Project HELP (Higher Education for Low income Persons), a unit already established in General College was utilized to provide a broad range of academic and personal counseling and support.

Field work instructors are on the University staff to work with the Minneapolis Public School aide coordinators in evaluating the work experience to validate it for the two credits per quarter which is granted toward the degree.

We have, from the beginning, seen this part of the program as the major link between the regular AA (2 year degree) and a vocationally relevant training program. Credit for the field work is a great help to the enrollee in finishing his college work in a reasonable amount of time, and at the same time gives the degree greater currency in the human service fields. There have been guidelines established for the granting of the field work credit.

In our judgment, the administrators, on the whole, have received

the paraprofessionals with enthusiasm. First, they view aides as a potential solution to manpower shortages. Second, they have more than a passing interest in the federal funds that accompany these aide programs. Most administrators are interested in experimental programs that might make their schools more responsible to inner-city needs.

On the part of teachers, however, we have the impression that there is a mixed reception. The teachers' resistance to the idea of an aide in the classroom is rooted historically in the teacher's perception of his classroom as his autonomous bailiwick, where he may enjoy relative isolation and power. An aide is easily perceived as infringing on this isolation and autonomy. Some teachers have informally confessed that they often view the aide as a "spy from the community." Not only does the aide then embody a personal infringement of a private domain, but there is the suspicion that the aide is there to report back to all in the community all of the teacher's activities and inter-personal relationships with the children in the classroom. It is feared this reporting may bring recriminations from the parent. If the teacher holds this perception of "being invaded", he is then constrained to place the aide in a position of relative isolation and impotence in the classroom. The aide is then given chiefly menial tasks -- housekeeping, monitoring, etc.

There is another source of teacher-tension in the use of aides. That is the movement toward increasing professionalization that has swept through teacher education. The aide development is sometimes seen as weakening the hard-fought battle for qualified teacher training, with its resultant increases in salary and stature.

In the New Careers pattern of Teacher Aides, there is the further

complication of the misunderstandings in inter-personal relationships between the aide and the professional. Ladders leading to professional training for the aide are sometimes interpreted in a threatening light. From time to time the failure of the teacher to understand the person with a low income background also contributes to an uneasy relationship. Those teachers, however, who view the aide as a general source of help, and are willing to experiment in various ways of using the aide's talents for the childrens' benefit, see the paraprofessional movement as having great benefits for the professional teacher.

The community, on the whole, sees the movement in a positive light. For example, in Minneapolis there is increased participation in PTA where aides are part of the staffing patterns of schools. Aides have taken on many leadership roles in various neighborhood groups, and there are many anecdotal references to their interpretation of the school to the neighborhood. Less clearly documented is the other side of "the bridge". Does the aide communicate to the teacher the special needs of the community? We need more evidence to determine the influence exerted by the aide to that end.

Of some concern to us is the easily detected hostility of the clerk and secretarial level of school staff to the teacher aide who is sometimes perceived as having a rich and undeserved opportunity through the New Careers program.

The paraprofessional program within the University has led to significant changes within the institution:

1. The presence of low income adults who have a mature, rich life experience has contributed a sense of reality, richness and urgency to classroom discussion. It has prompted course revision and a heightened concern for relevancy, a not unfamiliar

cry from younger students today.

2. The faculty has been alerted to the creative resources of a constituency traditionally excluded from higher education. The Curriculum Studies Center has funded a pilot project to use New Careerists as Cultural Education Specialists - teacher and resource aides to college faculty in courses dealing with low-income and minority population concerns. Faculty in the College of Education, Social Work, Dentistry, Sociology, Architecture, and Social Studies in the General College are using the Specialists todate, with more expected to follow.

3. There are earnest discussions underway in the College of Education about the implications of paraprofessional programs on their professional training program, and about the linking of the AA degree with the degree program and teacher certification. Staff in the General College is concerned with developing a model for professional and vocational training programs which would include three important steps to credentialling: 1) Course work in general education, from the General College, junior colleges, etc., and the professional school; 2) Internship or supervised work experience (i.e., the field work credit granted New Careerists); and 3) Work in or out of the University (whichever is appropriate) in the technical aspects of the vocation or the profession, which counts toward a degree.

There is evidence that there is a contribution to the social development of the child made by the presence of another adult in the classroom. It gives the child an opportunity to develop skills in coping with a variety of adults with differing personalities and "styles".

The major issue affecting the program's success from the perspective of those in the University is 1) the institutionalization of the AA degree, with acceptance of the total 90 credits earned, including credits for work experience, and 2) the linking of the two year AA degree to the College of Education, where the aide may proceed in a degree program to the BA and eventual certification. Here, for example, the question which we are currently dealing with is, how many credits for field work in the AA program will be accepted as valid toward the BA?

Outside of the University setting these are our general concerns:

1) The question of state-wide certification for mobility and credentialling purposes; 2) The genuine acceptance of the ladder developed within the schools; 3) and the concurrent problem of training the professional in the use of the aides. In this context, we must make sure there is enough time for teachers and social workers in the schools to learn how to best use an aide. It is essential to alert the professional staff to their prejudices about the poverty group. Informal observations from New Careerists bring valuable perceptions about this issue. The aide often perceives the professional as being dishonest in his relationships with him, either by denying or by over-stressing the differences between them.

There is the further predicament of the inter-relationship between the professional and his aide. Can the professional assume the burden of the personal problems which the aide might bring him?

Our research staff has listed four important aspects of probable job success:

1. a clear-cut hierarchy of authority
2. a variety of tasks for aides to do, with a certain amount of independence
3. a chance to feel a part of the agency
4. meaningful in-service training

One of the major questions, then, is can these criteria be met?

Another major concern is the need for a clearer definition of recruitment, selection and placement procedures. While our program is taking a look at this issue, we as yet have no hard data. But there is one bit of evidence which can be reported: first year teachers should not be given aides. They are understandably too insecure in their

professional role. A pooling of observations will give us a substantial look at some predictive measures for success.

Of continuing interest is the issue of linking the work and study aspects of the program. Here we have attempted the following strategies:

1. The use of the field work instructors to evaluate the work experience, conduct seminars around the work experience for more effective job performance, and offer technical assistance to those agencies seeking help in in-service training programs.

2. The use of a summer workshop for more specifically job-related course content.

3. The initiation of a supervisors course that will deal with these broad issues:

   a. Creating a climate for growth of the professional and paraprofessional in the helping services.

   b. Helping the New Careerist to enlarge his knowledge, attitudes and skills for his development in the agency.

   c. Exploring the new dimensions in the emerging relationships between the paraprofessional and the professional.

   There will be special emphasis in dealing with issues of confidentiality, integrating the New Careerist or paraprofessional in the established staff structure, and determining how to assess the capacity of the aide to accept responsibilities appropriate to his growth.

4. Quarterly review with agencies, Project HELP staff, and the educational development staff on the progress and problems of the New Careerist on the job and in school.

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| **Agency:** | WEBSTER COLLEGE - Project V.A.U.L.T.<br>Webster Groves, Missouri<br>(314) WO 3-3500 |
| **Contact Person:** | Dr. V. Miller Newton<br>Director, Project V.A.U.L.T. |
| **Funding Sources:** | See attached |
| **Cooperating Agencies:** | See attached |
| **Project Initiated:** | June, 1968 |
| **Number of Paraprofessionals:** | 32 |

## Project Description

VAULT was initiated in 1968-69 to prepare veterans of the armed services, primarily negroes, for teaching positions in ghetto schools. Through special recruiting techniques, accelerated courses, and a year-round academic program, VAULT will offer a bachelor's degree, teacher certification, and professional career opportunities in two-and-one half years to students who otherwise would not, and could not, have attended college.

The Project VAULT concept emphasized "hooker" courses highly relevant to social and minority group problems to stimulate interest in formal education, "action learning" which would immediately place students in field situations supportive of classroom work, and a tangible, professional goal at the end of a relatively short period of preparatory time.

In addition, through Webster's Master of Arts in Teaching program and other area graduate schools, a master's degree is available to the students in another 18 months.

Enthusiasm for the concept and the organizational advantages inherent in Webster as a small, flexible institution overcame traditional educational caution and red-tape. In a matter of weeks, the program was born. Operating with a $23,000 pledge of seed support from the Danforth Foundation, Newton and Stegaby began a nationwide search for special faculty and staff. From Washington, they sought and received adjustments in the College's NDEA and ROTC programs together with assurance of veterans' benefits for the students. At Fort Leonard Wood, Missouri, with support of Department of Defense officials, they received pledges of co-operation from base officials and training officers, and permission to recruit students and to begin course work on the base and on military time.

On Monday, June 24, 1963, 42 veterans, ages 20 through 45, equipped with high school diplomas or equivalencies, but with no prior college experience, met for the first college class. The group included 30 negroes, ten caucasians, and two Mexican-Americans.

While the development of the program from its summer opening through the relocation of students from base to campus has not been without its problems, results to date have confirmed the assumptions upon which the original concept was founded. In addition, the major potential problem, that of student attrition, has been less a factor than originally anticipated.

An unanticipated bonus has been the surprising success of the "hooker" courses in the curriculum. From its conception, the program's curriculum has barred the teaching of diluted college courses to compensate for cultural or educational deficiencies in the students.

Rather, in perhaps the most significant tactic of the program, special interest courses were planned for students who were unlikely to respond to traditional academic work. The students progress from initial courses including such titles as "Seminars in Conflict Analysis", and "America-Black and White", into the regular Webster pattern of undergraduate courses leading to certification as an elementary teacher. (For curriculum detail, see Table I - Appendix). Proof of this "hooker" theory of education for special students in contrast to the diluted remedial approach, may emerge as one of the program's most significant benefits.

VAULT has other implications for the teacher education program and the entire curriculum at Webster and other small liberal arts colleges. To any institution where students are educated with special emphasis on their future role as urban citizens or as urban teachers, both the successes and shortcomings of VAULT should be of special interest in future curriculum development. In addition, the experience at Webster already reflects the advantages of dovetailing the VAULT courses and faculty with regular college classes and people with a high degree of student and faculty "exchange", formation of teaching teams representing both programs, and complete integration, as early as possible, of VAULT students into all activities of the regular student body. Provision of extra funds in the first years of the program for research and evaluation will enable Webster and other colleges to capitalize on the results of the VAULT experience.

Of the original 42 VAULT students, 14 dropped and another 5 were added. The first class's complement of 31 students is now engaged in course work on campus and in field work in area school systems. The "shake-down" period is apparently over, and both faculty and students

have settled into the educational process with no major problems.

Webster's college program for veterans has been approved by the State's Teacher Certification Board. Although the Board will not grant credit for veteran's life experience, credit is being awarded for work experience. Four credits of the current load of 17 credits are being granted for work experience. If the pattern continues, approximately 24 credits of the B.A. degree will be for work experience.

Job Commitment: St. Louis school system, currently employing 26 of the veterans, has given a definite commitment to hire all men who successfully complete the B.A. program as professional teachers. In addition, an innovative move has been accepted by the State and the local school to employ veterans after two years of training when they will be 10 credits short of the B.A. degree, as temporary substitute licensed teachers. Veterans will receive the regular teacher's salary and benefits under this temporary licensed plan and will continue to complete their degree. After receiving the B.A. and passing the National Teachers Exam--Webster plans to offer special courses to prepare the men for the exam -- they will be fully certified teachers.

Interest and support of the VAULT program has surpassed the most optimistic expectations. In addition to the financial backing of the Danforth Foundation, the program has received written and verbal encouragement from the Office of Education, Dept. of Defense, other government agencies, and the St. Louis Public School system. Following a meeting called for DOD in Sept. where VAULT was presented to representatives of 150 colleges, universities and university systems, over 300 requests for information and visits were received. Similar programs are being considered or are now underway at UCLA, Temple University, National Teachers College in Washington, University of Chicago and several other institutions.

VAULT leaders have projected realistic expansion of the program over the next five years, showing an optimum imput of 68 students per class each spring term with attrition accounting for a drop to 45 graduates, five terms or 2 1/2 years later. Maximum students projected in the program at any one time is 313, a number compatible with College enrollment projections, yet low enough to prevent significant alteration in the character of the overall student body. Faculty and administrators for the program must also increase although at a lower, slower rate than the student factor. Further efficiency will result from total integration of the VAULT program students and faculty with on-going college programs.

The financial implications of the VAULT program for the College's total operations are viewed in two ways:

First, the education of the VAULT students, like all other Webster students, is underwritten in part by the College itself. Second, the VAULT program reflects major development costs in a bell-curve pattern; caused by the gradual build-up of enrollment, the research time required in early years of the program, and the expenses incurred in locating and retaining specialized staff and faculty in the highly competitive market of professionals from minority groups. Specifically, the development costs over and above the normal student deficit range from $108,000. in 1968-69 to $28,000 in 1971-72 with a high of $207,000 in 1969-70. These figures incorporate projected tuition increases, required growth in personnel, and projected increases in personnel costs.

VAULT leaders, working with College administrators, propose to meet these operating deficits in two ways. First, the Federal Government, through the Office of Education, has projected the availability of block grants to colleges and universities to underwrite the basic deficit per student incurred by an institution conducting special programs for disadvantaged students. Webster College will propose to the government a

five year grant of approximately $280,000 to cover the normal operating deficit for the VAULT students.

Second, Webster College is seeking foundation support to fund the balance of the deficit representing the research and development costs incurred in working through the initial phase of the program and supplementary support for the tuition paid by the students when government programs do not provide sufficient funds.

## VAULT CURRICULUM OUTLINE

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| PHASE I<br>1 semester on Military Base<br><br>10 credit hours | "Hooker" courses including:<br>A. Seminar in Conflict Analysis<br>- deals with the problems inherent in the inter-relationship of social systems<br>B. America: Black and White<br>- an inductive study of contemporary racial issues<br>C. Reading and Writing Seminar<br>- uses content material of above two courses to develop further reading and writing skills |
| PHASE II<br>1 semester<br><br>On college campus<br><br>17 credit hours | VAULT courses including:<br>A. Reading and Writing Seminar<br>- continuation of Phase I work<br>B. Humanities Seminar<br>- problem-centered study of major cultural patterns beginning with American civilization<br>C. Math-Science Seminar<br>- integration of science and mathematics in problem solving: teaching strategies are learned simultaneously with content matter<br>D. Action Learning<br>- experiential and academic work in the social sciences through involvement in urban service |
| PHASE III<br><br>5 semesters on College campus<br><br>Credit hours vary according to electives | VAULT courses and regular college courses including:<br>A. Humanities Seminar<br>- continuation of Phase II work with focus shifting to African, European, and Asian civilizations<br>B. Reading and Writing Seminar<br>- continuation of Phase II work, optional according to individual need<br>C. Math and Science Seminar<br>- continuation of Phase II work<br>D. Action Learning<br>- continuation of Phase II work<br>E. Electives<br>- individual choice from regular college curriculum with counseling support<br>F. Psychology of Learning<br>- final semester of Phase III - taken to satisfy state certification requirements - emphasis on problems of ghetto school children |
| PHASE IV<br>1 semester in school system<br><br>10 credit hours | Apprentice Teaching<br>- full-time work on internship basis with salary in ghetto schools<br>Seminar in Teaching Methods<br>- taken to satisfy certification requirements - provides academic complement to teaching internship |